DOCUMENT RESUME

ED 386 426 SP 036 175

AUTHOR Johnson, Calvin; And Others
TITLE Preparing Teachers for the 21st Century. Break the Mold: Teacher Education.
PUB DATE 95
NOTE 48p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Black Students; *College School Cooperation; Economically Disadvantaged; *Educational Improvement; Elementary Secondary Education; Faculty Development; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; Parent Participation; *Partnerships in Education; Preservice Teacher Education; School Community Relationship; *Student Teaching; *Teacher Education Programs
IDENTIFIERS *Demonstration Schools; University of Arkansas Pine Bluff

ABSTRACT

This paper describes "Break the Mold: Preparing Teachers for the 21st Century," a project involving Arkansas universities and public schools in a partnership to improve education by reforming teacher education and developing model schools. In 1994, the University of Arkansas at Pine Bluff School of Education (UAPB) and the Dollarway School District (DSD) were awarded a 5-year grant to drastically change the teacher education program at the university and enhance the educational process in the district serving as the primary clinical site. UAPB is the only predominantly black land grant institution in the state. DSD includes 3 elementary, 1 junior high, and 1 senior high; 72 per cent of the students are black. The goals of the program are to allow faculty and students of both institutions to: (1) participate in shared decision-making; (2) translate research and theory generated by UAPB into an exemplary practice in a laboratory setting at DSD; (3) increase the variety of methods available to teachers, especially for working with low achievers; (4) provide mentorships and tutorial programs for low achievers through the use of UAPB students in DSD classrooms; (5) recruit others into teaching by serving as role models who enjoy and are enthusiastic about teaching and community service; and (6) involve parents and others in the community in the process of continuous renewal at each school site and at UAPB. Projected outcomes, benchmarks, and evidences for the project are detailed. Five appendices provide: (1) the names and addresses of the steering committee and the sub-committee structure; (2) references and publications and 19 postulates necessary for the simultaneous renewal of schools and the education of teachers; (3) the design model; (4) the project timeline; and (5) a survey instrument for judging the need for professional development in 20 teaching methods/strategies areas, teacher excellence program advisory committee members, teacher excellence program model, and sub-committee responsibilities. (Contains 17 references.) (ND)

Preparing Teachers for the 21st Century
Break The Mold: Teacher Education

By

Calvin Johnson
University of Arkansas at Pine Bluff

Rachel Greer
University of Arkansas at Pine Bluff

and

Traci Harrison
Townsend Park Elementary School

Presented at the

American Association of Colleges
For Teacher Education Annual Meeting

February 12-15, 1995

Washington, D. C.

ED 386 426

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

C. Johnson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

S1036175

Table of Contents

Introduction 1

Planning Process 3

Problem Statement 3

The Partnership 3

Program 5

Planning Process 5

Common Set of Values/Ethical Principles 5

Mission 8

Vision 8

Outcomes, Benchmarks, Evidences 10

Appendix A

Steering Committee

Break the Mold Sub-Committee Structure

Appendix B

References and Publications

Nineteen Postulates Necessary for the Simultaneous Renewal of Schools and the Education of Educators

Appendix C

Design Model

Appendix D

Break the Mold Timeline

Table of Contents (continued)

Appendix E

Teaching Methods/Strategies

Teacher Excellence Program Advisory Committee Members

Teacher Excellence Program Model

Sub-Committee Responsibilities

Introduction

Since the 1980's there have been numerous studies identifying severe problems in the public schools which resulted in efforts to establish programs to improve education (Goodlad, 1984, 1991; Feiman-Nemser, 1989; Johnston, Jr. and Associates, 1989; Lynton and Elman, 1987). These studies have indicated that progress can occur only where there is cooperation between universities, public schools, communities and parents. Goodlad (1991) outlined nineteen postulates that clearly defines a comprehensive agenda of improvement for educational improvement and the conditions that must be met in order for improvement to occur. This agenda describes the linkage between universities, public schools, communities and parents.

On February 7, 1994, Arkansas Governor Jim Guy Tucker announced a major new effort to improve teacher preparation and renew K-12 teaching in Arkansas. Break The Mold: Preparing Teachers for the 21st Century, involves Arkansas universities and public schools in partnership to improve education. The program is funded by the Winthrop Rockefeller Foundation.

In the announcement at the Capitol, Governor Tucker described Break the Mold as a partnership with a unique purpose, reforming teacher education and at the same time developing model schools. He stated that "this is an excellent opportunity for higher education and K-12 schools to learn from one another how to make teacher preparation more meaningful."

At the same news conference, Mahlon A. Martin, president of the Rockefeller Foundation, stated, "it is our belief that significant education improvement is not possible without teacher education reform. The foundation is committed to improving education

in Arkansas. We feel Break the Mold is the next logical step in creating an education system that can substantially address, with both excellence and equity, the needs of all children." (1994)

The partnerships will provide comprehensive student teaching experiences and staff development for all the partners. Education, arts and sciences and K-12 faculties will work together under the guidance of steering committees that include the partners, parents and students.

The University of Arkansas at Pine Bluff College (UAPB) School of Education and the Dollarway School District (DSD) was awarded a grant of $60,000 per year for five years to drastically change the teacher education program at the university and enhance the educational process in the district schools serving as the primary clinical sites.

Thus, the purpose of this paper is to explain the grant applications process, problems encountered during the first year of the program and future plans to enhance the success of the program.

Planning Process

Problem Statement

During the past century, education has been shaped by time, standardized test scores, public opinion and principles of mass productions. Increasing poverty, decaying of cities, changing family structure, increasing technology and declining number of teachers, especially minority teachers, available to interact with children are only a part of the maze of educational issues of the twenty-first century. Since the future of our nation depends partially upon the quality of educational programs, schools and universities with the support of parents and community must work together to ensure the best possible education for all individuals. Therefore, the purpose of the Break The Mold: Teacher Education Partnership is to interact with individuals who have a vision of educating all learners and to prepare teachers to work within a community of lifelong learners in a multi-cultural society.

The Partnership

Although the university is within a twenty mile radius of four school districts, the Dollarway School District was selected because of the proximity to the university and because of the similarities between the two institutions.

The University of Arkansas is the only predominantly black land grant institution in the state. The university has a dual mission of educating those persons referred to as culturally, economically, and socially disadvantaged, as well as students of other socio-economic levels and providing research, international programs and public service. The university has an enrollment of 3,750 students with 80% black and 20% white and a

diverse faculty as evidenced by 72% black and 28% white or Asian. This ethnic mix makes the university the only true multi-cultural university in Arkansas.

The School of Education, whose programs are accredited by the National Council for Accreditation of Teacher Education, has he charge of preparing students with in-depth training and experiences that will ensure the community, the state, and the nation a source of highly trained and dedicated teachers who have a special sensitivity to cultural diversity and at risk youth.

The Dollarway School District includes three elementary (1,1300 students), one junior high (540 students), and one senior high (450 students); of this total 72% are black and 28% are white. More than 70% of the students are eligible for free lunches and are bussed to school.

Most of the parents in the Dollarway School District are low-income, working class citizens. Approximately 78% of the adults did not complete high school and a great many receive some form of public assistance.

The support of the community is important in the creation of an educational partnership advocating change. Within Pine Bluff, these are local businesses and agencies that can provide consultants, share expertise and provide financial assistance.

Thus, the partnership will provide for long term professional development with the expectation that students, teachers, administrators, community members and parents will be life long learners.

PROGRAM

Planning Process

The university and school district planned jointly to become partners in this very crucial enterprise. A steering committee was formed based upon the recommendations of the proposal guidelines. (Appendix A)

A series of meetings were held to develop the proposal based upon the guidelines. Leadership activities and recommendations for the project were provided by the Dean's Leadership Forum and the Winthrop Rockefeller Foundation (Appendix B). An expensive list of references and publications, including John Goodlad's, Teachers For Our Nation's Schools were provided to members of the steering committee. The postulates in Goodlad's book provided the framework for the committees approach to "Breaking the Mold."

Common Set of Values/Ethical Principles

The steering committee adopted the following set of values/ethical principles:

We believe all children can learn regardless of ethnicity or socio-economic status.

We. are committed to improving the way children are taught so that they can learn.

We. believe this requires giving teacher education a top priority at the university where teachers are trained and in the schools where teachers work.

We believe the school should be a place that promotes a genuine concern and respect for others and that instills in students the goal of building a caring and involved democratic community of lifelong learners.

We believe in the critical importance of active parent, family and community participation in the schools and in each child's learning.

We believe in the critical importance of active parent, family and community participation in the schools and in each child's learning.

We believe institutions such as school districts and universities should be redesigned to meet the needs of learners rather than learners to fit the institution.

Design

The design of the program includes the governance of the program, plans for continuing the program after five years, the mission, the vision and the expected outcomes of the program.

The Steering Committee for planning the UAPB-DSD Partnership will become the nucleus for oversight and governance of the Partnership activities. The Steering Committee plans for the Partnership to concentrate on expanding the number of teaching strategies used by teachers with low-achieving students in each of the five curriculum areas. Since there are five DSD schools, and each of them is involved with UAPB in early field experiences and student teaching for education majors, each school will have a specialty area that it is responsible for developing. Only one new school will become involved in the partnership each year with development and expansion of methods and practices in one curriculum area.

The first year, Townsend Park will be working with the UAPB Schools of Education and Arts and Sciences to expand and improve its communication and writing skills program through getting sound theoretical approaches into the classroom, particularly for low achievers. This has been identified as an area of major need in incoming UAPB students as well as non-college-bound students at DSD. When this area is fully developed and expanded at Townsend Park it will be continued there and shared

with other schools.

The second year, a second DSD school will be working with the UAPB Schools of Education and Arts and Sciences to expand and improve critical thinking skills. It will follow the same design in joint development of new educational techniques and in emphasizing the alignment of theory and practice. It will also share with other schools after its development phase.

Other DSD schools will be the individual sites of developing and improving teaching, specifically directed at low achievers, in math, science and in social science. As these are developed, DSD teachers and UAPB faculty will also explore ways to integrate subject matter being taught in one area, such as math or science, with that being taught in social studies or communication.

At the end of five years, DSD schools will be exemplary laboratory settings for preparing UAPB future teachers and DSD teachers will have added a wide range of teaching strategies, based on theory and practice, in each of the curriculum areas. Student teachers will have been exposed to the change process, involving many segments of the school and university communities, during the initial five year period. They will also have developed confidence in their own ability to make good judgements and decisions for students needing help by increasing their own ability to translate information and research into sound practice.

UAPB and DSD are committed to the vision, ethical principles, and projected outcomes/benchmarks of the partnership. The partners believe the partnership can be continued beyond the proposed funding period by continued collaboration and sharing of resources by UAPB, DSD, and community agencies. Additionally, efforts will be made

to coordinate the partnership with Partners For A Better Pine Bluff.

The partnership plans to continue after funding by the Rockefeller Foundation by: 1) including in the budgets of UAPB and DSD funding for the partnership, 2) seeking funds from other sources, such as the state-funded, Arkansas Intergenerational Projects, Early Childhood Projects, and Alternative School grant funds for working with at-risk children, 3) International Paper Company, 4) federal funds, 5) Tyson Corporation, 6) Energy Corporation, and other private funding agencies.

Mission

UAPB and DSD are firmly and deeply committed to developing a coalition among the School of Education at UAPB, DSD, and community partners that will prepare our future citizenry to fully participate in a diverse democratic society.

Vision

The partners expect the project to serve as a model for learning, inquiry, reflection, innovation and professionalism for other educational institutions. The coalition envisions students who think critically and logically, value themselves, contribute to their community and succeed in a global society.

In five years, UAPB and DSD will be engaged in a successful, ongoing process of simultaneous renewal that will allow faculty and students of both institutions to:

* participate in shared decision-making;
* translate research and theory generated by UAPB into an exemplary practice in a laboratory setting at DSD;
* increase the variety of methods available to teachers, especially for working with low achievers;

* provide mentorships and tutorial programs for low achievers through the use of UAPB students in DSD classrooms;
* recruit others into teaching by serving as role models who enjoy and are enthusiastic about teaching and community service; and,
* involve parents and others in the community in the process of continuous renewal at each school site and at UAPB.

OUTCOMES, BENCHMARKS, EVIDENCES

Outcome: 1. UAPB and DSD will be working together in a partnership of equals that provides a broadened scope and structure for preparing teachers with special skills in closing the gap for at-risk students. The implementation of effective training procedures will have positive effects on UAPB and DSD, increasing collegiality and positive relationships between students, teachers and administrators resulting in teachers and students who are prepared to engage in the teaching and learning process.

Benchmark - Year 1:
Beginning Year 1, and in subsequent years during the five year period, UAPB will develop and continually revise and refine, with the faculty at Townsend Park Elementary School, a model group of methods and practices for improving the communication and writing skills of all students.

Evidences:

1. Seminars and workshops will be held that involve UAPB's School of Education and School of Arts and Sciences and the Dollarway faculties to expand the teaching strategies for aiding at-risk students in improving writing and communication skills.

2. The UAPB School of Arts and Sciences will provide on-site support and assistance, along with School of Education and Dollarway faculties, in the improvement of the communications program. Indicators of program quality are periodically published and provided to parents and community members to foster communication and stimulate public action.

3. Community members participate in schoolwide and classroom activities, giving presentations, serving as information resources, functioning as the audience for students' published writings, etc.

4. Education majors and student teachers will see demonstrated and master a variety of strategies for teaching communication and writing skills.

5. Students low in communication and writing skills will demonstrate higher proficiency through the use of portfolios of their work.

Benchmark - Year 2:
UAPB and a second Dollarway school, yet to be chosen, will develop a model group of methods and practices in improving critical thinking skills for students.

Evidences:

1. Similar UAPB and Dollarway workshops and seminars will be held to enlarge the number of ways critical thinking skills may be taught to low-achieving students.

2. Representatives from the UAPB Arts and Science faculty will participate in the workshops and on-site with the development of the critical thinking strategies.

3. Education majors and student teachers rotated through this school will demonstrate exemplary teaching practices in critical thinking skills.

4. Dollarway students will demonstrate higher levels of critical thinking, as determined by pre- and post-testing.

5. Participant assessments will be made to determine increase in skills related to critical thinking instructions.

6. Townsend Park will continue to revise and refine its teaching of communication skills as well as begin work on the redesign and improvement of how critical thinking skills are taught.

Outcome: 2. Structures will be in place to allow all partners to have input into the simultaneous renewal process in which UAPB and DSD will be engaged.

Benchmark - Year 1:
A Townsend Park Renewal Council that includes teachers, parents and community representatives as decision-makers at the local school level will receive appropriate orientation and support from the steering committee.

Evidences:

1. The Renewal Council will meet at least once a month, the first of which will be designed to furnish information about the UAPB/Dollarway partnership and to discuss the need to improve communication skills with emphasis on at-risk students.

2. Each Dollarway school will have representation on the renewal council to provide input into the improvement of teacher preparation efforts.

3. Student teachers and others will be able to observe changes in the decision-making patterns at Townsend Park School. Employees who have expertise and/or interest will be involved in decision-making that are relevant to them (e.g., staffing, budgeting, curriculum, materials selection, and staff development) in them.

Benchmark - Year 2:
Another Dollarway School will become involved in the renewal process.

Evidences:

1. The second school "Renewal Council" will participate in at least five meetings, one of which will be designed to orient and assist its members about the partnership's plan to work on critical thinking skills with emphasis on low-achieving students.

2. Student teachers and others will be able to observe changes in the decision-making patterns at Townsend Park School. Employees who have expertise and/or interest will be involved in decision-making that are relevant to them (e.g., staffing, budgeting, curriculum, materials selection, and staff development) in them.

3. The Townsend Park School will continue its involvement in the partnership.

Outcome: 3. Student teachers and education majors at UAPB will work in a clinical environment that demonstrates how theory can be translated into successful practice and how other resources can be brought to bear on solving learning problems.

Benchmark - Year 1:
Student teachers and education majors will increase their knowledge of student needs and will become problem solvers who use theory, research, current information and community resources to aid student learning.

Evidences:

1. With the use of information accessed through computer searches, literature reviews and engaging in classroom research projects, student teachers and education majors will change the focus of teaching and learning.

2. Constant dedication to continuous improvement will create fear-free classroom environments and learning processes that help classroom students identify and constantly develop their wide range of innate abilities.

3. Classroom students will learn to share with others, helping everyone to grow and improve every day. Students will be assisted in developing from within themselves an unquenchable "yearning for learning," developing the tools required to learn and grow.

4. University students, including student teachers and education majors, will provide tutorial help to individual students at DSD through the use of multimedia, hypermedia, distance learning and interactive video technology for hands-on experience in identifying needs.

Benchmark - Year 2:
Student teachers will be able to conduct their own research projects, to do unassisted searches and to tell why certain practices are being used in laboratory classrooms.

Evidences:

1. Student teachers will complete research projects and use their data for recommending changes.

2. In-service and student teachers will be able to explain the theory that underlies certain practices occurring in the classrooms.

Outcome: 4. The Steering Committee will assess, evaluate, redesign and implement a curriculum at, both UAPB and DSD, in the areas of communication, writing, and critical thinking.

Benchmark - Year 1:
Beginning Year 1, and in subsequent years during the five year period, the education curriculum at UAPB/Townsend Park will be assessed and evaluated by the steering committee. Necessary changes resulting from the evaluation will be made.

Evidences:

1. An assessment tool will be designed to collect data pertaining to the curriculum.

2. Data will be collected, analyzed and reported.

3. The curriculum pertaining to communication and writing skills will be redesigned and implemented.

Benchmark - Year 2:
The education curriculum at the second school will be assessed and evaluated by the steering committee.

Evidences:

1. Continue the assessment and evaluation process with the second school, including data collection, analysis and reporting.

2. The curriculum pertaining to critical thinking skills will be redesigned and implemented.

Outcome: 5. Recruiting the best and brightest students for the UAPB teacher education programs.

Benchmark - Year 1:
Beginning Year 1, and in subsequent years during the five year period, the partnership will place emphasis on the recruitment and retention efforts of teacher education majors currently in place at UAPB.

Evidences:

1. For entry level students, higher ACT scores.

2. Successful passage of examinations for entering teacher education (Pre-Professional Skills tests and other university and state-mandated tests).

3. Successful passage of licensure and certification examinations (The PRAXIS Series, Professional Assessments for Beginning Teachers (NTE)).

Timeline

A timeline indicated the activities expected to be accomplished each year was developed (Appendix D).

Progress to date including an assessment of benchmarks completed with evidences:

Accomplishments

* The School of Education and Arts and Sciences revised its curriculum to provide for increased field experiences for all Education majors. For examples: All field experiences are divided into three levels--Level 1, II and III. Level I provides for observation. Level II provides for observation and limited participation in actual classroom situations. Level III, Student Teaching (clinical and practicum).

* Level II courses (Methods) and experiences are team taught and supervised by faculty from Arts and Sciences Education and public schools.

* The University approved a request by the School of Education to provide a tuition free course for all public schools cooperating teachers. The Dollarway School District agreed for its teachers to participate in a formal course to address supervision practices.

* The School of Education, the University Library, and Title III, established an Instructional Resources Center within the Education Building. The center is designed to assist pre-service and in-service teachers with learning and instructional needs.

* Fifty-four percent (54%) of all Student Teachers were assigned during 1994-95, within the Dollarway District.

* The Student Teaching assignments were divided into two components (clinical and practicum). Student teachers (effective Fall Semester 1994) are required to complete their assignments at two levels.

* Effective Fall Semester 1994, student teachers (secondary) are supervised by faculty from their major area (Arts and Sciences), School of Education and public school teachers.

* Twenty-five (25) students and a Dollarway School District teacher participated in a recruitment program to enhance ACT scores.
* The Steering Committee conducted an orientation session with faculty from UAPB/DSD.
* Developed a brochure about the Break The Mold Partnership.
* Sponsored several tele-conference for UAPB/DSD faculty.
* Steering committee members provided orientation about the partnership for Liberal Arts faculty.
* Effective Fall Semester 1994, all student teachers are required to develop portfolios.
* Steering Committee representatives participated in a professional development conference, entitled Restructuring Schools: Broadening the Vision of the Possible, in Houston, TX.
* A presentation was made to a Dollarway parent group by a Steering Committee member.
* Assigned a coordinator for the partnership.
* Assigned an additional faculty member to serve as coordinator of parent activities.
* Established an office in the School of Education for the partnership participants.

* Presentations pertaining to Break The Mold were made at the AAHE National Conference and the AACTE Annual Meeting.
* Provide a Scantron machine for grading test items to the parent center for the support of teaching in the DSD. In addition, training for the use of the machine was provided.
* Purchased video and audio tapes for the parent center.
* The Steering Committee met with Liberal and Fine Arts, and DSD Education faculty to discuss the implementation of communication skills.
* Coordinated training for BTM Steering Committee Members to integrate service learning activities into the BTM partnership.
* Coordinated a special project funded by the Department of Education designed to involve thee students from UAPB, Dollarway and area day care centers in a project to teach reading to day care students to develop early literacy skills.
* Assigned a secretary to the BTM partnership to provide for on-campus coordination and record-keeping of the activities.
* Staff Development accomplishments include:

  (1) Surveying the UAPB and DSD faculty to determine their professional development needs. (Appendix E)

  (2) Developing plans to implement professional development activities.

(3) Developing and implementing a Teacher Excellence Program (Appendix E)

* Minority Recruitment accomplishments include:

(1) Planning a brochure and other materials to use in recruitment.

(2) Planning recruitment trips to high schools in the area and other Delta areas..

(3) Working with the parent development group in a mentor program targeting minorities.

* Parent Development accomplishments include:

(1) Established a Parent Center at Matthews Elementary School.

(2) Established a Parent Center Calendar

a) Make and Take Workshops - one night a week

b) Adult Education - Reading GED courses

c) Parenting Classes - two times a month

d) Fun Day for parents, teachers, students and community

e) Parent Center - open after school - once a week

(3) Matthews Elementary School received a grant to support the activities of the Parent Center.

* (4) Established a Matthews Elementary Mentor Program with the Gamma Phi Fraternity. The mentors meet at Matthews Elementary School each Tuesday and Thursday from 12:30 pm

- 2:00 p.m. The mentors meet with elementary males who have low self-esteem, behavior disorders and/or come from broken homes.

* (5) Sponsoring a seminar on parent/community involvement at the University of Arkansas at Pine Bluff.

Lessons Learned

* The program design in the original proposal provided for a governance system supported by a steering committee of representatives of the partnership. In addition, the original design provided for the development of five curriculum areas (communication skills, critical thinking/reading, technology, mathematics/problem solving and science/social science) to be integrated into each of the five schools of the District over a period of five years. (One curriculum area each year)

As a result of communications with members of the partnership and the program consultant, the steering committee agreed to change the original plan and will implement the five curriculum areas across the curriculum for the University and the District. As a result of this change, all schools will be involved each year.

* To address changes in program design, the Steering Committee agreed to enhance the revised implementation plan by establishing a committee structure to support and facilitate the five curriculum areas as stated above.

* The Outcomes, Benchmarks, and Evidences as written in the original proposal were restructured for clarification and evaluation purposes.

* Coordination and communication of activities at UAPB and DSD was needed, therefore, clerical responsibilities were assigned. Also the controller's office at UAPB identified a person for communication coordination and assisted the School of Education in developing a system for tracking expenditures.

APPENDIX A

STEERING COMMITTEE

BREAK THE MOLD
STEERING COMMITTEE

Mr. Roy Barnes
Camelot Apt. #27
40th and Old Warren Road
Pine Bluff, AR 71603

Dr. Mary E. Benjamin
Vice Chancellor for Academic Affairs
UAPB

Dr. Byron T. Byars
1421 West 23rd
Pine Bluff, AR 71601

Dr. Valerie L. Colyard
Coordinator, Vocational Teacher ED
UAPB

Dr. Trenton Cooper
Elem. Sec. & Special Education
UAPB

Ms. Thelma Cook
Atheimer Unified School Dist.
P. O. Box 210
Wabbaseka, AR 72204

Mr. Earnest Davidson
Box 53 - Art Department
UAPB

Ms. Carolyn Elliott, Staff Support Specialist
Arkansas Dept. of Education
#4 State Capitol Mall
Little Rock, AR 72201

Dr. Viola Ellison
Director, Comprehensive Test
UAPB

Ms. Lisa Ferguson
10300 Highway 15 South
Pine Bluff, AR 71602

Ms. Michelle Heard
15 Beverly
Pine Bluff, AR 71602

Dr. Richard Hillard
Route 4, Box 9208
Sheridan, AR 72150

Mr. Maurice Horton
1507 North Hickory
Pine Bluff, AR 71601

Dr. Calvin Johnson
Dean, School of Education
UAPB

Ms. Mattie Johnson
3000 Kendyl
Pine Bluff, AR 71603

Ms. Jennifer Maltbia
2004 Reeker, #A
Pine Bluff, AR 71601

Dr. Qumare Morehead
Dean, Liberal and Fine Arts
UAPB

Ms. Pat Richardson
608 Reynolds Street
Pine Bluff, AR

Attorney Robert F. Morehead
#6 Eastwood Court
Pine Bluff, AR 71601

Ms. Brenda Sharpmack
c/o Arkansas River Educ. Ser.
221 South Beech
Pine Bluff, AR 71601

BREAK THE MOLD
STEERING COMMITTEE (continued)

Ms. Margaret Futterer
Asst. Principal
Dardenelle Intermediate
209 Cedar Street
Dardenelle, AR 72834

Dr. Rachel D. Greer
Chairperson
Health, Physical Educ. & Rec.
UAPB

Ms. Traci Harrison
Route 4, Box 66
Star City, AR 71667

Dr. Rosemarie H. Word
Chairperson
Elementary, Sec. & Spec. Education
UAPB

Ms. Vera Solomon
English Department
UAPB

Dr. L. A. Torrence
Executive Adm. Assistant
to the Chancellor
UAPB

Ms. Margie Wilson
6301 Mulberry
Pine Bluff, AR 71603

BREAK THE MOLD SUB-COMMITTEE STRUCTURE

STAFF DEVELOPMENT

Rachel Greer*
Maurice Horton
Qumare Morehead
Valerie Colyard
Tom Byars
Carolyn Elliott
Barbara Grayson

PARENTAL INVOLVEMENT

Rickey Parks*
Michelle Heard
Lisa Ferguson
Margie Wilson
Viola Ellison
Andrey Stewart

ASSESSMENT/EVALUATION

Viola Ellison
Michelle Heard
Mattie Johnson
Dorris Holmes
Earnest Davidson
Jewell Walker
Mary Benjamin

MINORITY RECRUITMENT AND RETENTION

Jacqueline Pryor*
Doretha Davis
John Barner
Felicia Smith

TECHNOLOGY

Glenda Kennedy
Brenda Sharpmack*
Richard Hillard
Pat Richardson
Media person from each school

PUBLIC RELATIONS

Vera Solomon
Robert Morehead
L. A. Torrence
Vera Smith*

CURRICULUM

Rosemarie Word
Traci Harrison*
Trenton Cooper
Freddie Hartfield
Shelton Fitzpatrick

NOTE: Add a student representative from UAPB and DSD to each committee.

APPENDIX B

REFERENCES AND PUBLICATIONS

Selected Bibliography for Break the Mold

Banks, C. A. (1993). Restructuring schools for equality: What we have learned in two decades. Phi Delta Kappan, 75 (1), 42-48.

Boles, K. C. (1992). School restructuring by teachers. Journal of Applied behavioral science, 28 (2): 173-203.

Darling-Hammond, L. (ed.). (1994). Professional development schools: Schools for developing a profession. New York: Teachers College Press.

Goodlad, John I. (1991). Teachers for our nations schools, San Francisco, CA: Josey-Bass Inc., Publishers.

Hood, Staford and Parker, Lawrence. (1994). The changing role of teacher education. Journal of Teacher Education, 45 (3), 164-171.

Kennedy, M. (1991). An agenda for research on teacher learning. E. Lansing, MI; Michigan State University.

Kohn, A. (1993). Choices for Children: Why and how to let students decide. Phi Delta Kappan, 75 (1), 8-20.

Lampert, M. (1991). Looking at restructuring from within a restructured role. Phi Delta Kappan, 72 (9): 670-4.

Levine, M. (Ed.) (1992). Professional Practice Schools: Linking Teacher Education and School Reform. New York: Teachers College Press.

Miller, L., and Silvernail, D. L. (1994). "Wells Junior High School: Evolution of a PDS." In L. Darling-Hammond (ed.). Professional development schools: Schools for developing a profession (pp. 28-49). New York: Teachers College Press.

Sleeter, C. E. (1992). Restructuring schools for multi-cultural education. Journal of Teacher Education, 43 (2), 141-148.

Smith, S. D. (1992). Professional partnerships and educational change: Effective collaboration over time. Journal of Teacher Education, 43 (4), 1-9.

Sommerfield, Meg. (1994, April 13). El Paso: Crossing the border between K-12 and Higher Ed. Education Week/Special Report.

Spatig, L., and Bicker, R. (1991). Teaching social foundations to undergraduates. The importance of instructor's educational training. Educational Foundations, 5, 65-76.

Tyson, Harriet. (1994, Spring). Who will teach the children? Quality Teaching 3 (3), 6-8.

Westheimer, Joel and Kahne, Joseph (1993). Building school communities: An experienced based model. Phi Delta Kappan, 75 (12), 324-328.

Young, R. L. (1993, Summer). Cross-cultural experimental learning for teacher trainees. Teacher Education Quarterly, 20 (3), 67-76.

Nineteen Postulates Necessary for the Simultaneous Renewal of Schools and the Education of Educators

Postulate One. Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

Postulate Two. Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

Postulate Three. Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

Postulate Four. There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

Postulate Five. The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

Postulate Six. The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and these responsibilities is central to this program.

Postulate Seven. Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

Postulate Eight. Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

Postulate Nine. Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupation's to become more other-oriented in identifying with a culture of teaching.

Postulate Ten. Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

Postulate Eleven. Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

Postulate Twelve. Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special-interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

Postulate Thirteen. Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

Postulate Fourteen. Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

Postulate Fifteen. Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

Postulate Sixteen. Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options.

Postulate Seventeen. Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

Postulate Eighteen. Programs for the education of educators, in order to be vital and renewing, require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.

Postulate Nineteen. Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the postulates and tolerates no short cuts justified in the name of ensuring a supply of teachers.

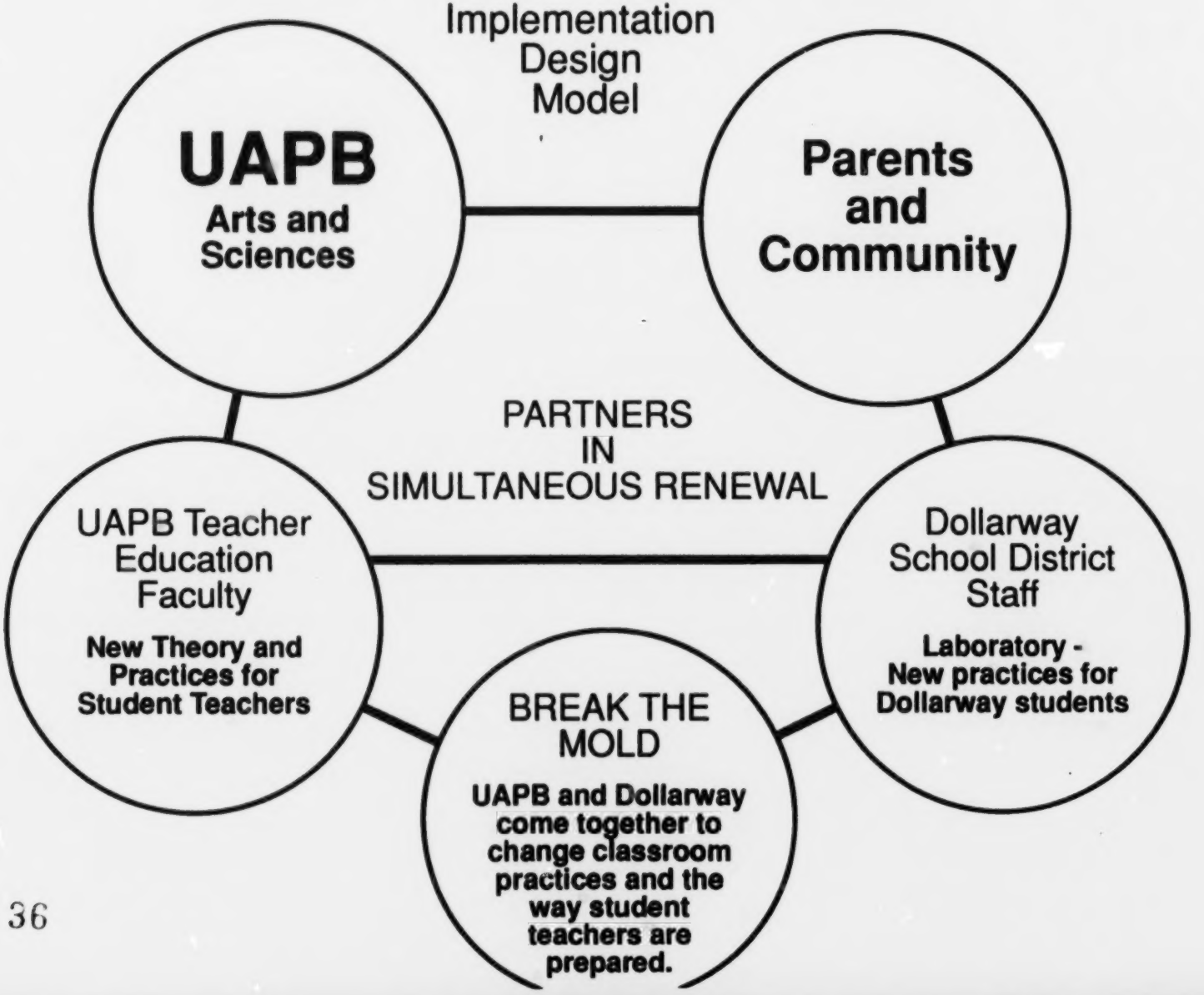
(3/93)

APPENDIX C

DESIGN MODEL

UNIVERSITY OF ARKANSAS AT PINE BLUFF

BREAK THE MOLD: TEACHER EDUCATION



APPENDIX D

BREAK THE MOLD TIMELINE

UNIVERSITY OF ARKANSAS AT PINE BLUFF
BREAK THE MOLD: TEACHER EDUCATION
TIMELINE
January 1, 1994 - December 31, 1998

YEAR	1994				1995				1996				1997				1998			
EXPECTED ACTIVITIES (quarterly projections)	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D
Employ secretary	X																			
Develop orientation sessions	X			X	X				X				X				X			
Establish governing bodies	X			X																
Collaborate with community agencies		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Steering committee meetings	X	X	X	X	X	X	X		X	X	X		X	X	X		X	X	X	
Purchase supplies/materials/equipment		X		X	X				X				X				X			
Prepare newsletter		X	X	X		X	X	X	X	X	X		X	X	X		X	X	X	
Develop new teacher support program	X																			
Establish recognition/awards banquet								X												
Meeting of all participants	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Form committees	X		X	X																
Workshops/seminars/parent activities	X	X	X		X		X		X		X		X		X		X		X	
Design curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Observations and field experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Technology training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Grade level meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Professional/staff development	X	X	X	X	X		X		X		X		X		X		X		X	
Research forums	X		X		X		X		X		X		X		X		X		X	
Assessment/evaluation/dissemination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Retreat			X				X				X				X				X	

mh 07/94

APPENDIX E

TEACHING METHODS/STRATEGIES

Please rank your need for professional development:

1 = Highest 23 = Lowest

_____ Directed Instruction

_____ Cooperative Learning

_____ Interdisciplinary teaming

_____ Classroom-based Research

_____ Portfolios

_____ Skill-based Structured Instruction

_____ Symposium

_____ Collaborative Learning

_____ Demonstration

_____ Interviews

_____ Laboratory Methods

_____ Learning Packages

_____ Student Reports

_____ Panel Discussions

_____ Independent Study

_____ Computer-Assisted Learning

_____ Discussion

_____ Service Learning

_____ GESA (Gender Equity Student Achievement)

_____ TESA (Teacher Expectation Student Achievement

_____ Other

TEACHER EXCELLENCE PROGRAM ADVISORY COMMITTEE MEMBERS

Altheimer School District

Ms. Thelma Cook

Arkansas River Education Service Co-Operative

Dr. Jean Huddle

Dollarway School District

Ms. Jamie Stevenson
Mr. O.D. Brown
Ms. Ruth Bogy
Ms. Barbara Thrower
Ms. Vera Smith

Pine Bluff School District

Mr. Nathaniel Grant
Ms. Deloris Lovell
Ms. Cheryl Hatley
Ms. Sue Smith
Ms. Karlyn Roberts
Mr. Melvin Bryant
Ms. Dianne Kunowski
Ms. Jewell Whatley
Ms. Linda Pickell
Ms. Bobbie Hodges (Retired)

University of Arkansas at Pine Bluff

Dr. Calvin Johnson
Dr. Rosemarie Word
Dr. Barbara Lofton
Mr. Fred Ambler
Dr. Ruth Roberts
Dr. Andrea Stewart
Dr. Freddie Hartfield

Watson Chapel School District

Ms. Wanda Turner
Ms. Thelma Brown
Ms. Princella Gardner
Mr. Kent Broughton

Teacher education programs can no longer relinquish responsibility for their graduates upon the successful completion of required academic course work and student teaching. First year teachers are considered "novice" in the profession and require the support and continued guidance of their certifying programs.

The first year of teaching seem precarious. Research and practice has demonstrated that first year teachers very often report anxiety, stress, feelings of inadequacy, and numerous other problems as needing attention. There is a great need for teacher education programs to provide consistent and planned support programs to assist teachers to negotiate their problems and to assist them to successfully complete their first year of teaching.

During the last decade several programs have attempted to improve the experiences and practice of their teachers through the development of collaborative relationships between school districts and college/university personnel. The Teacher Excellence Program (TEP) in the School of Education at the University of Arkansas at Pine Bluff (UAPB) has been developed for the aforemention reasons.

The TEP is designed to contribute and promote success among first and second year teachers via support services in the form of seminars. The support services are seminars designed in areas of interest and need as identified by teachers and the research literature.

The objectives of TEP are as follows:

1) **assess the needs and interest of first and second year teachers;**

2) **develop a collaborative relationship between the School of Education and the school districts to enhance classroom instruction, teacher support, student learning and increase productivity**

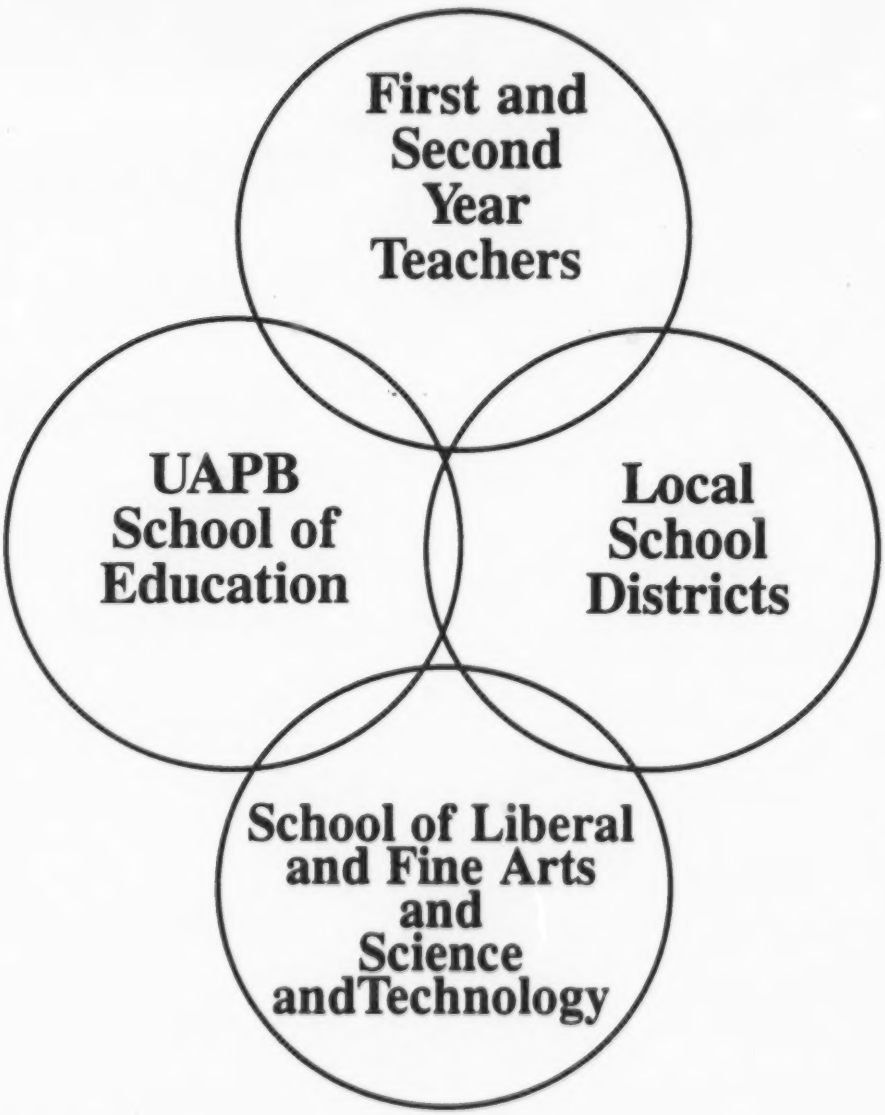
3) **provide support to first and second year teachers during their transitional period from college to the work place; thereby increasing the retention of qualified teachers.**

4) **provide opportunity for first and second year teachers to gain knowledge and expertise from experience teachers;**

5) **provide a motivating environment to first and second year teachers, and**

6) **establish a mentoring relationship with first and second year teachers, university faculty and other educators.**

TEACHER EXCELLENCE PROGRAM MODEL


First and Second Year Teachers
UAPB School of Education
Local School Districts
School of Liberal and Fine Arts and Science andTechnology

To facilitate the TEP in the development of support services, the School of Education has selected experienced public school teachers and university faculty to form the Advisory Committee. These persons will work diligently to ensure that new teachers have access to the most recent approaches, strategies and information available to the teaching profession. In addition, the faculty will assist beginning teachers in solving problems and adjusting to the changing public school environment.

The Advisory Committee will assist the School Of Education and the TEP in the advocacy, development and implementation of seminars to address the concerns and interest of first year and second year teachers. Additionally, the Advisory Committee will assist the TEP in the development of other new and innovative strategies to service first and second year and other interested school district personnel.

The Advisory Committee consist of the following sub-committees:

1) **Planning Committee**

2) **Seminar Committee**

3) **Public Relations Committee**

4) **Evaluation Committee**

SUB-COMMITTEE RESPONSIBILITIES

Planning Committee

1) To select appropriate dates for seminars activities

2) Develop a recognition system for teachers who attend the seminars

3) Recommend innovated ideas for further program enhancement

4) Other activities as determined by the committee.

Seminar Committee

1) Conduct need assessments to determine seminar content

2) Select an area need to conduct a seminar/workshop

3) Organize the structure of the seminar

4) Recommend key persons to serve as presenters of the seminar.

Public Relations Committee

1) Develop a mode of communicating the seminars to first and second year teachers

2) Recommend sample brochures and newsletters for the development of TEP brochure and future newsletters.

Evaluation Committee

1) Develop an evaluation plan and "form" that may be utilized to evaluate each session of the seminar

2) Develop an evaluation form that may be utilized to evaluate the entire seminar

3) Report evaluative feedback to the chairperson of the TEP and the Advisory Committee.

All sub-committees will make recommendations in writing to the TEP chairperson.